

Thurgoland Primary School
History progression of skills.

	EYFS	KS1		KS2			
	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Understand the difference between old and new.</p> <p>Understand that the past has happened and the present is now.</p> <p>Understand their own personal timeline.</p>	<p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Order a set of events or objects.</p> <p>Use of a simple timeline to place important events within someone’s life.</p>	<p>Understand and use the words past and present when telling others about and event.</p> <p>Understand how to put people, events and objects in order of when they happened on a timeline.</p> <p>To be able to order dates within the same century on a timeline.</p>	<p>Understand that a timeline can be divided into BC and AD.</p> <p>Use a timeline to place historical events in chronological order (covering more than a century).</p> <p>Begin to be able to discuss events in relation to each other and the period of time between each one.</p>	<p>Use a timeline to place historical events in chronological order. (Covering BC/AD)</p> <p>Discuss historical periods of time studied in relation to each other.</p>	<p>Building on the skills from previous years.</p> <p>Know and sequence key events of time studied.</p> <p>Relate current studies to previous studies and begin to make comparisons between different times in history.</p>	<p>Place current study on a time line in relation to other studies</p> <p>Use relevant date and terms.</p> <p>Make comparisons between different times in history.</p>
Knowledge and understanding of events, people and places in the past.	<p>Identify what has happened in their own past.</p> <p>Comment on the life of a significant individual [The Queen]</p>	<p>Recall some facts about people and events beyond living memory. [First aeroplane flight, Amy Johnson]</p> <p>Look at photographs to see how their immediate surroundings have changed over time.</p>	<p>Use information to describe the past.</p> <p>Describe differences between now and then.</p> <p>Recount the main events from a significant event in history.</p> <p>Give a reason why a significant individual is remembered today.</p> <p>Understand the importance of a local significant historical figure.</p>	<p>Use evidence to describe the everyday lives of people in time studied and compare to our life today.</p> <p>Begin to look at buildings/objects and their uses by people from the past.</p> <p>Learn about key individuals who have had a significant impact on lives today.</p>	<p>Use evidence to describe and reconstruct the culture and leisure activities from the past.</p> <p>Use evidence to describe buildings and their uses by people from the past.</p> <p>Discuss how some of the things studied from the past affect/influence life today.</p> <p>Develop a broad understanding of ancient civilisations.</p>	<p>Study different aspects of life of different people e.g. differences between men and women, rich and poor.</p> <p>Study an ancient civilization in detail.</p> <p>Compare and contrast ancient civilisations.</p>	<p>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another period studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation showing knowledge of key dates, characters and events of time studied.</p>
Historical interpretation and enquiry	<p>Use their own experiences and what has been read to them in class to identify similarities and differences between then and now.</p>	<p>Use books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Use these resources to ask and answer simple questions. E.g. ‘Which things are old and which are new?’ And ‘What do you think it is?’</p>	<p>Look at and use books, pictures, stories, eye witness accounts, photographs and artefacts to learn about the past.</p> <p>Identify different ways we know about the past.</p> <p>Ask and answer questions about the past.</p>	<p>Look at and use books, pictures, stories, eye witness accounts, photographs, artefacts, museums and studies of different historical sites to learn about the past.</p> <p>Introduce that there are different accounts of history.</p> <p>Begin to use the library and internet for research. (Under direction)</p> <p>Begin to select and record information relevant to answering a question.</p>	<p>Use a wide variety of sources to construct an idea of the time being studied.</p> <p>Begin to discuss and evaluate the usefulness of different sources.</p> <p>Ask a variety of questions.</p> <p>Use the library and internet to research, selecting the most relevant information to answer the question.</p>	<p>Use a wide variety of sources to construct an idea of the time being studied and be able to identify relevant information from the sources used.</p> <p>Discuss the reliability of sources comparing accounts of events. Fact or fiction - offer some reasons for different versions of event.</p> <p>Begin to identify primary and secondary sources.</p>	<p>Know that people in the past represent events or ideas that persuades others.</p> <p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Recognise primary and secondary sources and bring knowledge from several sources together to create a fluent account.</p>
Organisation and communication	<p>Sort objects into old and new.</p> <p>Talk about significant figures and their role in society.</p>	<p>Sort events or objects into groups.</p> <p>Use simple timelines to order events.</p> <p>Recall stories about the past.</p>	<p>Describe objects, people or events in history.</p> <p>Use timelines to order events or objects in history.</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, through</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, drama, role play and ICT.</p> <p>Begin to demonstrate historical knowledge and understanding in work.</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, drama, role play and ICT.</p> <p>Demonstrate historical knowledge and understanding in work.</p>	<p>Select and organise information into themes using appropriate terms.</p> <p>Communicate knowledge and understanding in different forms.</p> <p>Work independently and in groups showing initiative.</p>	<p>Select aspect of study to present using a variety of ways to communicate knowledge and understanding, including extended writing.</p> <p>Plan and carry out individual studies.</p>

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		Talk, write and draw things from the past.	diary writing, role play, storytelling and ICT.				
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